

# Foreign Language Adoption Report



California Department  
of Education  
Sacramento, 2004





# Foreign Language Adoption Report



## Publishing Information

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The *Foreign Language Adoption Report* was designed and prepared for printing by the staff of CDE Press and was published by the Department, 1430 N Street, Sacramento, CA 95814-5901. It was distributed under the provisions of the Library Distribution Act and *Government Code* Section 11096.

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# FOREWORD

The 2003 Foreign Language Primary Adoption is the first state adoption of kindergarten through grade eight instructional materials in foreign language since 1991.

This diverse adoption, encompassing five languages, provides a wide range of materials. Based on the *Foreign Language Framework for California Public Schools, Kindergarten Through Grade Twelve* (2001), this adoption emphasizes the importance of students in foreign language courses attaining proficiency in listening to, speaking, reading, and writing in another language.

This report describes the process by which the foreign language programs submitted for adoption were evaluated, and it contains a summary report on each submission.

The principal work of framework development and instructional materials evaluation was performed under the auspices of the Curriculum Development and Supplemental Materials Commission and involved panels of advisors that included language experts, classroom teachers, administrators, school board members, parents, and university professors. Commissioners and panel members alike were volunteers. Professional educational organizations were particularly helpful in identifying foreign language teacher candidates to serve on the evaluation review panels. We are grateful for their dedication and the many hours of service they contributed to this worthwhile endeavor.

With the 2003 Foreign Language Adoption, California's students in kindergarten through grade eight have been provided high-quality instructional materials in a variety of languages. We urge every local educational agency to review and compare the adopted programs and select those programs that best meet local needs.



JACK O'CONNELL

*State Superintendent of Public Instruction*



RUTH E. GREEN

*President, State Board of Education*

# ACKNOWLEDGMENTS

The State Board of Education commends and extends sincere appreciation to the following persons for the leadership they provided throughout the planning and implementation of the 2003 Foreign Language Primary Adoption:

**Edith Crawford**, Chair, Foreign Language Subject Matter Committee, 2003; Vice Principal, Mira Loma High School, San Juan Unified School District

**Karen Yamamoto**, Chair, Curriculum Commission, 2003; Teacher, Washington Unified School District

The State Board of Education commends and extends sincere appreciation to other members of the Curriculum Commission who provided leadership in conducting the 2003 Foreign Language Primary Adoption:

**Norma Baker**, Member, Foreign Language Subject Matter Committee, 2003; Principal, Inglewood Unified School District

**William Brakemeyer**, Member, Foreign Language Subject Matter Committee, 2003; Teacher, Fontana Unified School District

**Mary Coronado Calvario**, Vice Chair, Foreign Language Subject Matter Committee, 2003; Visiting Educator, Sacramento City Unified School District

**Milissa Glen-Lambert**, Member, Foreign Language Subject Matter Committee, 2003; Teacher, Los Angeles Unified School District

**Lora L. Griffin**, Chair, Visual and Performing Arts Subject Matter Committee, 2003; Retired Educator, Sacramento City Unified School District

**Deborah Keys**, Member, Foreign Language Subject Matter Committee, 2003; Executive Director, Middle Schools, Oakland Unified School District

**Sandra Mann**, Chair, Science Subject Matter Committee, 2003; Teacher, San Diego City Unified School District

**Julie Maravilla**, Member, Foreign Language Subject Matter Committee, 2003; Reading Specialist, Los Angeles Unified School District

**Stan Metzenberg**, Chair, Electronic Learning Resources Subject Matter Committee, 2003; Professor of Biology, California State University, Northridge

**Veronica Norris**, Chair, Health Subject Matter Committee, 2003; Attorney at Law

**Dale Webster**, Chair, Reading/Language Arts/English-Language Development Subject Matter Committee, 2003; Teacher, Los Angeles Unified School District



Special thanks are extended to the following State Board members for their leadership in the adoption process:

**Reed Hastings** President (2001–2004),  
State Board of Education

**Nancy Ichinaga**, Member, State Board of  
Education; Liaison to the Curriculum  
Commission

Special thanks are extended to the following State Board staff for his support in the adoption process:

**Greg Geeting**, Assistant Executive Director

Gratitude is extended to:

**Language experts (LE)** for their expertise in foreign languages and for helping to ensure that the instructional materials adopted were accurate and based on current and confirmed research:

**Charlayne Allen**, Lecturer in Classics,  
University of California, Davis

**Heinz Kohlmeier**, German Language  
Consultant, German Federal Office of  
Administration, Center for German  
Schools Abroad

**Kazue Masuyama**, Instructor, California  
State University, Sacramento

**Donald Miller**, Assistant Professor,  
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**Rocio Moss**, Administrator, Educational  
Service Center

**Marisol Naso**, English Learners  
Coordinator, San Bernadino City  
Unified School District

**David Neville**, Spanish/Russian Instructor,  
Kern Community College District,  
Bakersfield College

**Yoshiko Saito-Abbott**, Professor,  
California State University, Monterey  
Bay

**Lilia Sanchez**, Consultant, California  
Department of Education

**Karen Sorsby**, Assistant Professor,  
California State University, Chico

**Marjorie Tussing**, Professor of German,  
California State University, Fullerton

**Instructional Materials Advisory Panel (IMAP)** members for their knowledge, commitment, and leadership in the evaluation of foreign language instructional materials submitted for adoption:

**Yo Azama**, Teacher, Salinas Union High  
School District

**Alice Bartholomew**, Co-Director,  
California Foreign Language Project

**Ingeborg Carpenter**, Community Member

**Eduardo Chamorro**, Retired Teacher

**Susie Chow**, Teacher Adviser, Los Angeles  
Unified School District



**Douglas Domingo-Foraste**, Professor of Classics, California State University, Long Beach

**Elizabeth Downer**, Head of Latin/Ancient History Department, Sierra Unified School District

**Padraic Emparan**, Teacher, Santa Margarita Catholic High School

**Colleen Hinman**, Parent

**Umeko Kuramochi**, Office Technician, Capital Weekly Corporation

**Jamin Lynch**, Teacher, East Side Union High School District

**Kimie Matsumoto**, Teacher, Los Alamitos Unified School District

**Linda McGouirk**, Teacher, Las Lomitas Elementary School District

**Alicia Murray**, Teacher, San Juan Unified School District

**Noriko Nagumo**, Teacher, Culver City Unified School District

**Christina Nelson**, Teacher, Stockton Unified School District

**Margarita Palmada**, Teacher (Retired), Campbell Union High School District

**Maria Pitts**, Teacher, Roseville Joint Union High School

**Denali St. Amand**, Latin Teacher, Menlo Elementary School

**Alan Svidal**, Resource Teacher, San Diego City Schools

**Janice Treadgold**, Teacher/Subject Area Coordinator, East Side Union High School District

**Irene Verde**, Teacher, Culver City Unified School District

**Lura Wallace**, Teacher (Retired), Los Angeles Unified School District

**Anne White**, Board of Trustees, Livermore Joint Unified School District

**Eva Yousfl**, Teacher, Redding Elementary School

The State Board of Education commends and extends sincere appreciation to the following individuals who provided the training for LE/IMAP members:

**Duarte Silva**, Executive Director, California Foreign Language Project

**Arleen Burns**, Consultant, Curriculum Leadership, California Department of Education

The State Board of Education commends and extends sincere appreciation to the following staff of the Curriculum Frameworks and Instructional Resources Division for their tireless support throughout the adoption process:

**Thomas Adams**, Director, Curriculum Frameworks and Instructional Resources Division

**Suzanne Rios**, Administrator, Instructional Resources Unit

**Jean James**, Lead Consultant

**Susan Martimo**, Consultant, Department-Publisher Liaison

Special thanks are also extended to the following staff of the California Department of Education for their ongoing efforts to improve instructional materials for students and for their particular support of this adoption process:

**Sue Stickel**, Deputy Superintendent,  
Curriculum and Instruction Branch  
**Don Kairott**, Administrator, Curriculum  
Frameworks Unit  
**Tom Akin**, (Former) Consultant  
**Christine Bridges**, Associate  
Governmental Program Analyst  
**Olga Cid**, Consultant  
**Christopher Dowell**, Consultant  
**Larry Dunn**, Associate Governmental  
Program Analyst  
**Laurie Garcia**, Executive Secretary  
**Jennifer Harrison**, Adoption Support

**Barbara Jeffus**, Library Consultant  
**Ken McDonald**, Staff Services Analyst  
**Belen Mercado**, Staff Services Analyst  
**Tonya Odums**, Adoption Support  
**Teri Ollis**, Staff Services Analyst  
**Nancy Plasencia**, Staff Services Analyst  
**Martha Rowland**, Library Consultant  
**Marie Wilkerson**, Adoption Support  
**Richard Munyer**, Adoption Support  
**Terri Yan**, Staff Services Analyst  
**Tracie Yee**, Staff Services Analyst

Finally, the State Board of Education commends and extends sincere appreciation to the publishers of instructional resources who participated in the 2003 Foreign Language Primary Adoption.

# INTRODUCTION

The State Board of Education (State Board) adopted the timeline for the 2003 Foreign Language Primary Adoption on April 24, 2002, and made minor revisions in the timeline on February 5, 2003. The timeline reflects the provisions of *Education Code* Section 60200, which sets forth statutory requirements for the adoption of instructional materials for use in kindergarten through grade eight. The 2003 Foreign Language Primary Adoption is the first adoption of instructional materials in foreign language since 1991.

In May 2001 the State Board adopted the *Foreign Language Framework for California Public Schools, Kindergarten Through Grade Twelve*, which incorporates the Language Learning Continuum published by the College Entrance Examination Board. The 2003 Foreign Language Primary Adoption, based on the framework, marks the first time the Language Learning Continuum has been used as an integral part of the evaluation criteria. The Language Learning Continuum describes language instruction in terms of what students are expected to accomplish at each stage of learning a language.

The Language Learning Continuum Forms and the evaluation criteria were developed as a means for publishers, language experts (LE), and Instructional Materials Advisory Panel (IMAP) members to more accurately evaluate a program's alignment with the Language Learning Continuum. These forms and criteria were discussed during the meetings of the Foreign Language Subject Matter Committee of the Curriculum Development and Supplemental Materials Commission (Curriculum Commission) on March 22, 2002, May 16, 2002, and September 19, 2002. The Curriculum Commission approved the Language Learning Continuum Forms at its meeting on September 19, 2002.

In order to provide information to the publishers about the evaluation criteria and, in particular, the Language Learning Continuum Forms, an informational meeting was held for publishers on June 27, 2002.

The Curriculum Commission recommends basic instructional materials to the State Board, and the State Board adopts materials following a public hearing regarding the recommendations. Basic instructional materials are defined in *Education Code* Section 60010 as "instructional materials that are designed for use by pupils as a principal learning resource and that meet in organization and content the basic requirements of the intended course." Supplementary materials (covering less than an entire course) were not considered within this adoption.

Programs are recommended for adoption or rejection by the Curriculum Commission in accord with the grade levels submitted by publishers and based on each programs' consistency with the Language Learning Continuum stages and the evaluation criteria categories.

# ADOPTION PROCESS

On Tuesday, January 28, 2003, a briefing on the *Foreign Language Framework* was held for all interested publishers.

## Publishers' Invitation to Submit Meeting

A Publishers' Invitation to Submit (ITS) meeting was held on Wednesday, January 29, 2003. At the meeting the publishers were invited to participate in the 2003 Foreign Language Primary Adoption and were provided with the guidelines and necessary technical information needed for their participation. Representatives from 16 publishing companies attended the meeting.

## Appointment and Training of Reviewers

In preparing recommendations to forward to the State Board, the Curriculum Commission was assisted by members of the Language Expert/Instructional Materials Advisory Panels (LE/IMAPs) appointed by the State Board. LE/IMAP members were appointed based upon the recommendations of the Curriculum Commission in November 2002, January 2003, and March 2003. The Curriculum Frameworks and Instructional Resources (CFIR) Division staff assisted the Curriculum Commission in training the reviewers in March 2003. The seven LE/IMAP teams were composed of 34 members, including classroom teachers, school administrators, local board members, and parents (guardians).

## LE/IMAP Review and Report of Findings

During April 2003 LE/IMAP members and Curriculum Commission members received complete sets of instructional materials that were assigned to each panel for review and evaluation according to the criteria. Panelists conducted their independent reviews of the materials in April, May, June, and July.

From July 7 to 10, 2003, six of the seven panels met in Sacramento for deliberations in which all members shared the notes and citations that they had developed during their independent review of the materials. The LE/IMAP members met in their assigned panels for most of the week. Each panel had a member of the Curriculum Commission acting as a group facilitator with support from the CFIR Division staff. During the deliberations publishers were provided time to respond to formal questions developed by the LE/IMAP members on their respective programs.

The seventh panel, which reviewed a program in German, met August 6 and 7 to conduct deliberations and followed the same procedures conducted by the other panels.

The training process and deliberations session were conducted in accordance with the *Bagley-Keene Open Meeting Act*. Various publisher representatives and interested members of the public attended the panel discussions. Every afternoon, at a pre-determined time, the training and deliberations would pause to provide an opportunity for public comment.



The LE/IMAP members worked collaboratively during the deliberations week to produce for each program a completed, LE/IMAP Report of Findings with the following sections: Program Summary (Components), Recommendation, Foreign Language Content/Alignment with Curriculum, Program Organization, Assessment, Universal Access, Instructional Planning and Support, and (optional) Other Comments. The reports included citations that were exemplary (not exhaustive) of the panels' findings and recommendations. The advice of the LE/IMAP panels was considered by the Curriculum Commission in conjunction with other information in determining whether the individual programs submitted by publishers satisfied or did not satisfy the State Board-adopted evaluation criteria for the 2003 adoption.

## Legal and Social Compliance Review

LE/IMAP members received training in legal and social compliance during the week of March 24–27, 2003. LE/IMAP members were asked to send legal and social compliance citations to CFIR staff by June 2, 2003. On June 16, 2003, a committee consisting of two commissioners and three LE/IMAP volunteers held a public meeting to review potential citations sent in by the LE/IMAP members. Both the LE/IMAP members and the committee members used the standards contained in *Education Code* sections 60040–60045, 60048, and 60200 and State Board policy as outlined in the *Standards for Evaluating Instructional Materials for Social Content* (2000 edition). The standards address such areas as the accurate portrayal of cultural and racial diversity and equitable and positive roles for males and females, disabled people, ethnic and cultural groups, and the elderly, and prohibit (with certain exceptions) the inclusion of commercial brand names, specific commercial product references, or corporate or company logos in adopted instructional materials.

At the June 16, 2003, meeting, the committee reviewed 135 citations and sent 41 of the citations to the individual publishers for response by August 1. Two publishers appealed 7 of the 41 citations. The first-level appeals meeting was held on Friday, August 8, 2003. All seven appeals were resolved at the first-level appeals meeting. The remainder of the citations were resolved when publishers agreed to make minor revisions to their programs.

## Public Comment and Review

Instructional materials submitted for adoption were displayed for public review and comment, beginning April 10, 2003, at 23 Learning Resources Display Centers (LRDCs) throughout the state (see Appendix B). The general public was given an opportunity to provide written comments through October 31, 2003. Public comments were reviewed and presented to the State Board at its November meeting, in accordance with State Board procedure.

## Review and Deliberations by the Curriculum Commission

On September 19, 2003, the members of the Curriculum Commission reviewed all the LE/IMAP Reports of Findings. During the Foreign Language Subject Matter Committee

(FL SMC) meeting, held September 18, 2003, members discussed each program in depth, covering the review of minor edits and corrections as recommended by the LE/IMAP Report of Findings and individual commissioners who had conducted their own independent reviews of the programs. After the discussion at the FL SMC level, a roll-call vote was held on each program submission. The motion was stated in the affirmative. A majority vote from the SMC was required for any program to be recommended.

After receipt of the SMC report at the full commission level, there was further discussion. Following that discussion, the commission chair asked for a motion and a second on each program submission. Again, the motion was stated in the affirmative, then there was a final roll-call vote for each program. At both levels the recommendations were either (1) to recommend for specific stages; or (2) to recommend for specific stages with minor edits and corrections. Nine commissioners were required to vote in the affirmative to recommend any program. The Curriculum Commission's recommendations were presented to the State Board on November 12, 2003, for information, then on November 13, 2003, for action.

## Edits Meeting

On October 23, 2003, a meeting was held to review the publishers' edits and corrections. It was presided over by the Curriculum Commission chair and the chair of the FL SMC. Ten of the 14 programs recommended by the Curriculum Commission (and subsequently adopted by the State Board) required minor edits or corrections (as defined by the State Board's *Edits and Corrections Policy*). The recommended edits did not affect program content. At this meeting publishers were required to state how they would address the edits and corrections recommended by the Curriculum Commission and show how the program would look in the final print format. A memorandum memorializing the meeting and confirming agreements regarding edits and corrections was sent to each affected publisher. Publishers whose programs were adopted by the State Board were required to complete all edits and corrections recommended by the Curriculum Commission by February 27, 2004.

## Actions by the State Board of Education

On November 13, 2003, following a public hearing, the State Board took the following actions:

- Adopted and did not adopt the 2003 foreign language instructional materials submissions in accordance with the recommendations of the Curriculum Commission.
- Approved the written explanation of the reasons for rejecting each of the submissions not adopted, in accordance with *Education Code* Section 60200(d). In each case the State Board found, taking into account all the information received, that the submission did not adequately meet the criteria for adoption.

- Approved the Curriculum Commission’s report (amended as appropriate) as the final report of the 2003 Foreign Language Primary Adoption.
- Found that fewer than five submissions met the criteria for adoption for kindergarten through grade five. The State Board accepted the review conducted by the Curriculum Commission and staff of the California Department of Education (CDE), in accordance with *Education Code* Section 60200(e)(2), of the degree to which the criteria and procedures used to evaluate the submitted materials were consistent with the State Board’s adopted curriculum framework.

## Publishers’ Responsibilities if Adopted

According to the provisions of *Education Code* Section 60061 and the relevant provisions of the *California Code of Regulations, Title 5*, publishers are required to comply with the “most favored nation” clause that ensures that publishers shall furnish the instructional materials in California at the lowest price those materials are offered for sale in any other state. In addition, publishers are required to fill a textbook order within 60 days of the date of a submitted purchase order. Should the publisher or manufacturer fail to deliver instructional materials within 60 days of the receipt of a purchase order from a school district, the school district may assess as damages an amount up to \$500 for each working day the order is delayed beyond 60 calendar days.

# SUMMARY OF PROGRAMS ADOPTED AND REJECTED

Adopted Programs			
Publisher	Program	Grade Levels	Stage(s)*
<b>French</b>			
	• Glencoe/McGraw-Hill <i>Glencoe French 1 Bon voyage!</i>	6–8	1 & 2
	• Holt, Rinehart and Winston <i>Allez, viens! Holt French</i>	6–8	1
	• McDougal, Littell & Company <i>Discovering French, Nouveau!</i>	6–8	1 & 2
<b>German</b>			
	• McDougal, Littell & Company <i>Auf Deutsch!</i>	6–8	1 & 2
<b>Japanese</b>			
	• Cheng and Tsui <i>Mirai</i>	6–8	1 & 2
<b>Latin</b>			
	• Cambridge University Press <i>Cambridge Latin Course</i>	6–8	1, 2, & 3
	• Glencoe/McGraw-Hill <i>Glencoe Latin I: Latin for Americans</i>	6–8	1 & 2
	• Prentice-Hall, Inc. <i>Ecce Romani</i>	6–8	1
<b>Spanish</b>			
	• Glencoe/McGraw-Hill <i>Glencoe Spanish 1 ¡Buen viaje!</i>	6–8	1 & 2
	• Glencoe/McGraw-Hill <i>Glencoe Middle School Spanish ¿Como te va?</i>	6–8	1
	• Holt, Rinehart and Winston <i>¡Ven conmigo! Holt Spanish</i>	6–8	1
	• McDougal, Littell & Company <i>Tu mundo/Nuestro mundo</i>	6–8	3 & 4
	• McDougal, Littell & Company <i>¡En español!</i>	6–8	1 & 2
	• Prentice-Hall, Inc. <i>Realidades</i>	6–8	1

\*“Stage” refers to the stages of the Language Learning Continuum referenced in Chapter 2 of the *Foreign Language Framework for California Public Schools, Kindergarten Through Grade Twelve* (adopted May 2001). The stages are part of the evaluation criteria for this adoption.



## Programs Not Adopted

<i>Publisher</i>	<i>Program</i>	<i>Grade Levels</i>	<i>Stage(s)*</i>
<b>Japanese</b>			
• Cheng and Tsui	<i>Adventures in Japanese</i>	7 & 8	1 & 2
• Cheng and Tsui	<i>Tsumiki</i>	7 & 8	1
<b>Spanish</b>			
• REI America, Inc.	<i>Amigos</i>	K–8	1, 2, & 3
• REI America, Inc.	<i>Nuevos Amigos</i>	K–8	1 & 2
• Santillana Publishing Company	<i>Nuevo ¡Bravo, bravo!</i>	K–3	1, 2, & 3
• Santillana Publishing Company	<i>Nuevo siglo de español</i>	K–5	1, 2, & 3

\*“Stage” refers to the stages of the Language Learning Continuum referenced in Chapter 2 of the *Foreign Language Framework for California Public Schools, Kindergarten Through Grade Twelve* (adopted May 2001). The stages are part of the evaluation criteria for this adoption.

# SPECIAL ISSUES

## Language Learning Continuum

The *Foreign Language Framework*, adopted by the State Board in May 2001, included the Language Learning Continuum in Chapter 2 of the framework. The continuum is also referenced as an important part of the evaluation criteria for foreign language instructional materials. The Language Learning Continuum identifies five stages of student progress. Each stage represents a progression, with vocabulary, language structure, fluency, and comprehension increasing at each stage. Language Learning Continuum stages are not grade-level dependent; for example, a student beginning the first year of instruction in Spanish in the third grade would be at stage 1, but a student in eighth grade beginning the first year of instruction would also be at stage 1. Content would differ, but both students would be at stage 1 of the Language Learning Continuum.

To help the LE/IMAP members determine how the submitted programs were aligned with the Language Learning Continuum, as required in criteria category 1 in Chapter 8 of the *Foreign Language Framework*, the Curriculum Commission developed Language Learning Continuum Forms. Forms were produced for all five stages for modern languages, and a form for the first three stages of the continuum was developed for classical languages. Publishers filled out the forms for their program as a requirement for participation in the submission process.

For the purposes of this kindergarten-through-grade-eight adoption, most instructional materials address stages 1 through 3 of the Language Learning Continuum. Stages 4 and 5 of the continuum are advanced stages requiring a great deal of knowledge of both the language and the culture.

In their recommendations to the State Board, the commissioners designated Language Learning Continuum stages. The publishers designated the grade levels of the materials as well as Language Learning Continuum stages.

## National Standards

The 2003 Foreign Language Primary Adoption was not a standards-based adoption. No program was reviewed for alignment to the national standards for foreign language. The basis for review was alignment with the Language Learning Continuum and the evaluation criteria found in Chapter 8 of the *Foreign Language Framework*.

Although some publishers have included references to national standards, the national standards for foreign language are auxiliary to California programs.

## Fewer Than Five Basic Programs Recommended and Adopted

Fewer than five basic instructional materials programs in foreign language were recommended by the Curriculum Commission for kindergarten through grade five. Only

four programs were submitted. The Curriculum Commission conducted its own review and concluded:

1. It was the rigor and specificity of the evaluation criteria, including the Language Learning Continuum, that resulted in fewer than five basic instructional programs in foreign language being recommended for adoption for kindergarten through grade five.
2. Overall, the rejected programs failed to meet the evaluation criteria although positive comments were made about some aspects of them in the review process.
3. The evaluation criteria were applied fairly and consistently to each program during the review process.



**THESE  
PROGRAMS  
ARE  
ADOPTED**



**Publisher: Glencoe/McGraw-Hill**

**Title of Program: *Glencoe French I Bon voyage!***

**Grade Level: 6–8**

**Recommended Language Learning Continuum Stage(s): 1 and 2**

**ADOPTED.** In keeping with the recommendation of the Curriculum Commission, this program was adopted by the State Board of Education with minor edits and corrections.

### **Components**

The components of this program are the California student edition, parts A and B (SE), audio activities booklet A and B, writing activities workbook A and B, and California teacher wraparound edition A and B (TE). Additional support materials are included in the teacher classroom resources A and B. Items included are a writing activities workbook teacher edition (WAW); situation cards (SC); lesson plans (LP); block scheduling lesson plans (BSLP); a TPR storytelling booklet (TPR); a video program (VP), including the video activities booklet (VAB); quizzes with answer key (QAK); a testing program with CD, including testing booklet with answer key (TBAK) and listening comprehension tests CD; performance assessments; and an audio activities booklet teacher edition (AAB).

Additional components are an interactive lesson planner (ILP), a transparency binder (TB), an audio program CD (CD), mindjogger video quizzes (MVQ), Examview Pro Test Bank (EPTB), a French reader *Lisons comme ça!* (LCC), vocabulary puzzlemaker (VPM), and interactive conversations CD-ROM (ICD).

### **Recommendation**

The Curriculum Commission recommends Glencoe/McGraw-Hill's *Glencoe French I Bon voyage!*, with minor edits and corrections, for stages 1 and 2 because it is aligned with the evaluation criteria.

### **Foreign Language Content/Alignment with Curriculum**

This program meets all the evaluation criteria in this category and is aligned with stages 1 and 2 of the Language Learning Continuum.

### **Program Organization**

This program meets the evaluation criteria in this category.

### **Assessment**

This program meets the evaluation criteria in this category.

### **Universal Access**

This program meets the evaluation criteria in this category.

### **Instructional Planning and Support**

This program meets the evaluation criteria in this category.

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**Publisher: Holt, Rinehart and Winston**

**Title of Program: *Allez, viens! Holt French***

**Grade Level: 6–8**

**Recommended Language Learning Continuum Stage(s): 1**

**ADOPTED.** In keeping with the recommendation of the Curriculum Commission, this program was adopted by the State Board of Education with minor edits and corrections.

## Components

Components of the program include a student edition (SE), *Joie de lire!* reader (JDL), enhanced online edition, California teacher edition (TE) with lesson planner CD-ROM (CD-ROM LP), California lesson planner (CLP) with differentiated instruction, Cahier d'activités (CDA), Travaux pratiques de grammaire (TPG), and a California middle school teaching resources binder (MSTR).

The Teaching Resources package includes the TPR storytelling book (TPR), listening activities (LA), activities for communication (AFC), a video guide (VG), a teacher's edition for Travaux pratiques de grammaire, grammar tutor for students of French (GTSF), a teacher's edition of Cahier d'activités, reading strategies and skills handbook (RSSH), a testing program (TP), an alternative assessment guide (AAG), and student make-up assignments with alternative quizzes (SMAAQ).

Additional resources include California standardized assessment tutor, diagnostic tests and rubrics (DTR), an exploratory guide, an interactive CD-ROM (ICD), a California family and community guide (CFCG), an audio CD program (ACD), a video program (VP), teaching transparencies, one-stop planner CD-ROM with test generator, and DVD tutor.

## Recommendation

The Curriculum Commission recommends Holt, Rinehart and Winston's *Allez, viens! Holt French*, with minor edits and corrections, for stage 1 because it is aligned with the Language Learning Continuum and the evaluation criteria.

## Foreign Language Content/Alignment with Curriculum

This program meets all the evaluation criteria in this category and is aligned with the Language Learning Continuum, stage 1.

## Program Organization

This program meets the evaluation criteria in this category.

## Assessment

This program meets the evaluation criteria in this category.

## Universal Access

This program addresses the evaluation criteria in this category.

## Instructional Planning and Support

This program addresses the evaluation criteria in this category.

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**Publisher: McDougal, Littell & Company**

**Title of Program: *Discovering French, Nouveau!***

**Grade Level: 6–8**

**Recommended Language Learning Continuum Stage(s): 1 and 2**

**ADOPTED.** In keeping with the recommendation of the Curriculum Commission, this program was adopted by the State Board of Education with minor edits and corrections.

### **Components**

Components of the program include a pupil edition (PE) and teacher edition (TE): 1A, 1B, and level 1, a student workbook, 1A, 1B, and level 1 (SW), California lesson plans 1A, 1B, and level 1 (CLP), California tips and strategies for heritage speakers (TSHS), teacher to teacher copymasters (TTC), overhead transparencies and copymasters (OTC), an audio CD program (AP), chansons audio CD (CCD), a middle schools bridging packet 1A and 1B (MSBP), and Images un, pupil's edition (IU). In addition, there are block scheduling copymasters (BSC), a video program (VHS) (VP), an integrated DVD program (DVD), unit resource books, 1–8 (URB), Activités pour tous workbook 1A, 1B, and level 1 (APT), and a test generator CD-ROM with user's guide (less than final format).

### **Recommendation**

The Curriculum Commission recommends McDougal, Littell & Company's *Discovering French, Nouveau!*, with minor edits and corrections, for stages 1 and 2 because it is aligned with the evaluation criteria.

### **Foreign Language Content/Alignment with Curriculum**

This program meets all the evaluation criteria in this category and is aligned with the Language Learning Continuum, stages 1 and 2.

### **Program Organization**

This program meets the evaluation criteria in this category.

### **Assessment**

This program meets the evaluation criteria in this category.

### **Universal Access**

This program meets the evaluation criteria in this category.

### **Instructional Planning and Support**

This program meets the evaluation criteria in this category.

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**Publisher: McDougal, Littell & Company**

**Title of Program: *Auf Deutsch!***

**Grade Level: 6–8**

**Recommended Language Learning Continuum Stage(s): 1 and 2**

**ADOPTED.** In keeping with the recommendation of the Curriculum Commission, this program was adopted by the State Board of Education with minor edits and corrections.

### **Components**

The components of this program include a pupil's edition (SE) and teacher's edition (TE), a pupil's edition workbook (SEWB), a teacher's edition workbook (TEWB), a distance learning guide (DLG), overhead transparencies (OT), an audio program CD (CD), an assessment program (AP), California lesson plans (CLP), California tips and strategies for heritage speakers (CTSHS), and family letters.

### **Recommendation**

The Curriculum Commission recommends McDougal, Littell & Company's *Auf Deutsch!*, with minor corrections and edits, for stages 1 and 2 because it is aligned with the Language Learning Continuum and the evaluation criteria.

### **Foreign Language Content/Alignment with Curriculum**

This program meets all the evaluation criteria in this category and is aligned with the Language Learning Continuum and the evaluation criteria.

### **Program Organization**

This program addresses the evaluation criteria in this category.

### **Assessment**

This program addresses the evaluation criteria in this category.

### **Universal Access**

This program addresses the evaluation criteria in this category.

### **Instructional Planning and Support**

This program addresses the evaluation criteria in this category.



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**Publisher: Cheng and Tsui**

**Title of Program: *Mirai***

**Grade Level: 6–8**

**Recommended Language Learning Continuum Stage(s): 1 and 2**

**ADOPTED.** In keeping with the recommendation of the Curriculum Commission, this program was adopted by the State Board of Education with minor edits and corrections.

### **Components**

The components of Cheng and Tsui's *Mirai* program include a Japanese course book (Stage 1, CB), a Japanese activity book (Stage 1, AB), a Japanese teacher's book (Stage 1, TB), and an audio CD (Stage 1, CD) for level 1. Level 2 components include a Japanese course book (Stage 2, CB), a Japanese activity book (Stage 2, AB), a Japanese teacher's book (Stage 2, TB), and an audio CD (Stage 2, CD).

### **Recommendation**

The Curriculum Commission recommends Cheng and Tsui's *Mirai*, with minor edits and corrections, for stages 1 and 2, because it is aligned with the Language Learning Continuum and the evaluation criteria.

### **Foreign Language Content/Alignment with Curriculum**

This program meets the evaluation criteria in this category and is aligned with the Language Learning Continuum, stages 1 and 2.

### **Program Organization**

This program meets the evaluation criteria in this category.

### **Assessment**

This program meets the evaluation criteria in this category.

### **Universal Access**

This program meets the evaluation criteria in this category.

### **Instructional Planning and Support**

This program meets the evaluation criteria in this category.

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**Publisher:** Cambridge University Press

**Title of Program:** *Cambridge Latin Course*

**Grade Level:** 6–8

**Recommended Language Learning Continuum Stage(s):** 1, 2, and 3

**ADOPTED.** In keeping with the recommendation of the Curriculum Commission, this program was adopted by the State Board of Education with minor edits and corrections.

### Components

This program includes a student book (SB), an omnibus workbook (WB), a teacher’s manual (TM), stage tests (ST), and an audiocassette/CD (AC). Unit 1 may be used as a first-year Latin course, Unit 2 as a second-year course, and Unit 3 as a third-year course.

### Recommendation

The Curriculum Commission recommends Cambridge University Press’s *Cambridge Latin Course* for stages 1, 2, and 3, with minor edits and corrections, because it is aligned with the evaluation criteria.

### Foreign Language Content/Alignment with Curriculum

This program addresses all the evaluation criteria in this category and is aligned with the Language Learning Continuum, stages 1, 2, and 3.

### Program Organization

This program addresses the evaluation criteria in this category.

### Assessment

This program addresses the evaluation criteria in this category.

### Universal Access

This program addresses the evaluation criteria in this category.

### Instructional Planning and Support

This program addresses the evaluation criteria in this category.

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**Publisher: Glencoe/McGraw-Hill**

**Title of Program: *Glencoe Latin I: Latin for Americans***

**Grade Level: 6–8**

**Recommended Language Learning Continuum Stage(s): 1 and 2**

**ADOPTED.** In keeping with the recommendation of the Curriculum Commission, this program was adopted by the State Board of Education with minor edits and corrections.

### **Components**

The components of the program include a student edition (SE), a consumable student workbook (WB), a teacher's edition of the workbook, a teacher's annotated edition (TAE), an audio script/audio program CD (AP), the Vocabulary Puzzlemaker CD-ROM (PM), tests (TS), and transparencies (TB). The transparencies, Vocabulary Puzzlemaker CD-ROM, and audio program are designed as additional ways to present and reinforce the context of the textbook.

### **Recommendation**

The Curriculum Commission recommends Glencoe/McGraw-Hill's *Glencoe Latin I: Latin for Americans*, with minor edits and corrections, for stages 1 and 2 because it is aligned with the evaluation criteria.

### **Foreign Language Content/Alignment with Curriculum**

This program addresses all the evaluation criteria in this category for stages 1 and 2 and is aligned with the Language Learning Continuum.

### **Program Organization**

This program addresses the evaluation criteria in this category.

### **Assessment**

This program addresses the evaluation criteria in this category.

### **Universal Access**

This program addresses the evaluation criteria in this category.

### **Instructional Planning and Support**

This program addresses the evaluation criteria in this category.

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**Publisher: Prentice Hall, Inc.**

**Title of Program: *Ecce Romani***

**Grade Level: 6–8**

**Recommended Language Learning Continuum Stage(s): 1**

**ADOPTED.** In keeping with the recommendation of the Curriculum Commission, this program was adopted by the State Board of Education with minor edits and corrections.

### **Components**

Components include a level I student book (SB), language activity books 1A and 1B (LAB), a teacher's guide level 1 (TE), teacher's language activity books 1A and 1B (TLAB), test masters (TM), audiocassettes (AC), overhead transparencies (OT), and The Romans Speak for Themselves (RS).

### **Recommendation**

The Curriculum Commission recommends Prentice Hall, Inc.'s *Ecce Romani*, with minor edits and corrections, for stage 1 of the Language Learning Continuum because it is aligned with the evaluation criteria.

### **Foreign Language Content/Alignment with Curriculum**

This program addresses all the evaluation criteria in this category and is aligned with the Language Learning Continuum, stage 1.

### **Program Organization**

This program addresses the evaluation criteria in this category.

### **Assessment**

This program addresses the evaluation criteria in this category.

### **Universal Access**

This program addresses the evaluation criteria in this category.

### **Instructional Planning and Support**

This program addresses the evaluation criteria in this category.

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**Publisher:** Glencoe/McGraw-Hill

**Title of Program:** *Glencoe Spanish I ¡Buen viaje!*

**Grade Level:** 6–8

**Recommended Language Learning Continuum Stage(s):** 1 and 2

**ADOPTED.** In keeping with the recommendation of the Curriculum Commission, this program was adopted by the State Board of Education.

### Components

Components of this program include a California student edition (SE), a consumable student tape manual (STM), a consumable writing activities workbook (WAW), and a California teacher wraparound edition (TE). Teacher classroom resources include a teacher edition of the student tape manual, a teacher edition of the writing activities workbook (WAWTE), situation cards, lesson plans (black line masters), block scheduling lesson plans (BSLP), TPR storytelling (black line masters), a video activities booklet, chapter quizzes with answer key, performance assessments (PA) (black line masters), an evaluation guide (EG), and testing booklet (TB) with answer key.

### Recommendation

The Curriculum Commission recommends Glencoe/McGraw-Hill's *Glencoe Spanish I ¡Buen viaje!* because it is aligned with the Language Learning Continuum, stages 1 and 2, and the evaluation criteria.

### Foreign Language Content/Alignment with Curriculum

This program meets all the evaluation criteria in this category and is aligned with the Language Learning Continuum, stages 1 and 2.

### Program Organization

This program meets the evaluation criteria in this category.

### Assessment

This program meets the evaluation criteria in this category.

### Universal Access

This program meets the evaluation criteria in this category.

### Instructional Planning and Support

This program addresses the evaluation criteria in this category.



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**Publisher: Glencoe/McGraw-Hill**

**Title of Program: *Glencoe Middle School Spanish ¿Como te va?***

**Grade Level: 6–8**

**Recommended Language Learning Continuum Stage(s): 1**

**ADOPTED.** In keeping with the recommendation of the Curriculum Commission, this program was adopted by the State Board of Education.

## Components

The components of this program for Nivel verde include a California student edition (hardbound) (CSE), a consumable student workbook (SW), an audio activities workbook student edition (consumable) (AAW), a student edition (SE) (consumable), and a California teacher wraparound edition (TE). Teacher classroom resources include teacher tools (TT)/lecciones preliminares (TTLP) (black line masters), and teacher tools unidades 1–6 (black line masters) (TTBLM). Additional components include a transparency binder (TB), the Exam View ® Pro Test Bank (EVPTB), and performance assessments (PA) (black line masters).

The components for Nivel azul include a California student edition (SE), a consumable student workbook (SW), an audio activities workbook student edition (Consumable) (AAW), and a California teacher wraparound edition (TE). Teacher classroom resources components for Nivel azul include teacher tools repaso (TT) (black line masters), and teacher tools unidades 1–6 (black line masters) (TTBLM). Additional components include a transparency binder (TB), the Exam View ®Pro Test Bank (EVPTB), and performance assessments (PA) (black line masters).

Additional resources for this program include People en Español, vol. I and II (PE), People en Español teachers guide, vol. I and II (PETG), Nosotros y nuestro mundo student edition (NNMSE) and annotated teacher edition, ¡Canta con justo! music CD, *Justo Lamas ¡En Vivo!* music VHS, *¡Así leemos!* (Spanish reader), and National Geographic Society/Glencoe Atlas del Mundo.

## Recommendation

The Curriculum Commission recommends Glencoe/McGraw-Hill's *Glencoe Middle School Spanish ¿Como te va?* for stage 1 of the Language Learning Continuum.

## Foreign Language Content/Alignment with Curriculum

This program meets all the evaluation criteria in this category for stage 1 of the Language Learning Continuum.

## Program Organization

This program meets the evaluation criteria in this category.

## Assessment

This program meets the evaluation criteria in this category.

### **Universal Access**

This program meets the evaluation criteria in this category.

### **Instructional Planning and Support**

This program meets the evaluation criteria in this category.

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**Publisher: Holt, Rinehart and Winston**

**Title of Program: ¡Ven conmigo! Holt Spanish**

**Grade Level: 6–8**

**Recommended Language Learning Continuum Stage(s): 1**

**ADOPTED.** In keeping with the recommendation of the Curriculum Commission, this program was adopted by the State Board of Education.

## Components

Components of the program include three student editions (SE), three annotated teacher's editions (ATE), a California lesson planner (CLP) with differentiated instruction, a lesson planner CD-ROM (CLP-CD), a *Cuaderno de Actividades* (CA), a *Cuaderno de gramática* (CG), a *Cuaderno para hispanohablantes* (CH), and a teacher's edition for each Cuaderno with answer keys.

Teaching resources packages provide additional support and include a TPR storytelling book (TPR), listening activities (LA), a video guide (VG), activities for communication (AC), a grammar tutor (GT), a reading strategies and skills handbook (RSSH), a testing program (TP), an alternative assessment guide (AAG), and student make-up assignments with alternative quizzes (SMA).

Additional components include audio compact discs (ACD), a video program (VP), a California standardized assessment tutor (SAT), diagnostic tests and rubrics (DTR), an exploratory guide (EG), a California family and community guide with resources and activities (CFCG), teaching transparencies (TT), a one-stop planner CD-ROM with test generator (OSP), a DVD tutor (DVD), a Lee conmigo (LC), and an interactive CD-ROM tutor (CD-ROM).

## Recommendation

The Curriculum Commission recommends Holt, Rinehart and Winston's *¡Ven conmigo! Holt Spanish* for stage 1 because it is aligned with the evaluation criteria.

## Foreign Language Content/Alignment with Curriculum

This program meets all the evaluation criteria in this category and is aligned with the Language Learning Continuum, stage 1.

## Program Organization

This program meets the evaluation criteria in this category.

## Assessment

This program addresses the evaluation criteria in this category.

## Universal Access

This program addresses the evaluation criteria in this category.

## Instructional Planning and Support

This program addresses the evaluation criteria in this category.

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**Publisher:** McDougal, Littell & Company

**Title of Program:** *Tu mundo/Nuestro mundo*

**Grade Level:** 6–8

**Recommended Language Learning Continuum Stage(s):** 3 and 4

**ADOPTED.** In keeping with the recommendation of the Curriculum Commission, this program was adopted by the State Board of Education.

### Components

The components of this program include a pupil's edition (SE), a teacher's edition (TE), Cuadernos de Actividades, a pupil's edition with answer key, *Cuaderno de actividades Comunicativas (Hojas de duplicación)*, an audio CD program, a complete testing program with audio CD (PPE), a video program, a placement test binder, lesson correlations to the California Language Learning Continuum, family letters, and fine arts transparencies.

### Recommendation

The Curriculum Commission recommends McDougal, Littell & Company's *Tu mundo/Nuestro mundo* for stages 3 and 4 because it is aligned with the Language Learning Continuum and the evaluation criteria.

### Foreign Language Content/Alignment with Curriculum

This program addresses the evaluation criteria in this category.

### Program Organization

This program addresses the evaluation criteria in this category.

### Assessment

This program addresses the evaluation criteria in this category.

### Universal Access

This program addresses the evaluation criteria in this category.

### Instructional Planning and Support

This program addresses the evaluation criteria in this category.

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**Publisher: McDougal, Littell & Company**

**Title of Program: *¡En español!***

**Grade Level: 6–8**

**Recommended Language Learning Continuum Stage(s): 1 and 2**

**ADOPTED.** In keeping with the recommendation of the Curriculum Commission, this program was adopted by the State Board of Education with minor edits and corrections.

### **Components**

The components of this program include California pupil's editions (SE) 1A, 1B, and 1; California teacher's editions (TE) for 1A, 1B, and 1; six unit resource books (URB); student workbooks for 1A, 1B, and 1; a workbook for native speakers of Spanish, 1A, 1B, and 1; a back-to-school packet for 1A; a middle school bridging packet for 1B; a placement test binder; California lesson plans; posters; visual grammar word tiles; an audio program CD (IAP); a video program (IVP); a music CD; a sing-along grammar and vocabulary songs CD; a test generator CD-ROM; Ventana uno, pupil's edition; Canciones del mundo hispano CD; and Intrigas y aventuras CD-ROM.

### **Recommendation**

The Curriculum Commission recommends McDougal, Littell & Company's *¡En español!*, with minor edits and corrections, for stages 1 and 2 because it is aligned with the Language Learning Continuum and the evaluation criteria.

### **Foreign Language Content/Alignment with Curriculum**

This program addresses the evaluation criteria in this category and is aligned with the Language Learning Continuum, stages 1 and 2.

### **Program Organization**

This program addresses the evaluation criteria in this category.

### **Assessment**

This program addresses the evaluation criteria in this category.

### **Universal Access**

This program addresses the evaluation criteria in this category.

### **Instructional Planning and Support**

This program addresses the evaluation criteria in this category.



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**Publisher: Prentice Hall, Inc.**

**Title of Program: *Realidades***

**Grade Level: 6–8**

**Recommended Language Learning Continuum Stage(s): 1**

**ADOPTED.** In keeping with the recommendation of the Curriculum Commission, this program was adopted by the State Board of Education with minor edits and corrections.

### **Components**

The program components include student and teacher editions (TE), A, B, and level 1; teacher's resource book (TRB) A, B, and level 1; practice workbook (PW) A/B and 1; writing, audio, and video workbook (WAVW) A, B & 1; an assessment program (AP) A/B and 1; vocabulary and grammar transparencies A/B and 1; grammar study guides 1–2; *Realidades* video program A/B and 1; computer test bank with CD-ROM A/B and 1; mindpoint quiz show CD-ROM A/B and 1.

The LE/IMAP reviewed *Realidades* 1 as well as the equivalent version of *Realidades* A and B, but the citations refer only to *Realidades* 1.

### **Recommendation**

The Curriculum Commission recommends Prentice Hall, Inc.'s *Realidades*, with minor edits and corrections, for stage 1 because it is aligned with the Language Learning Continuum and the evaluation criteria.

### **Foreign Language Content/Alignment with Curriculum**

This program addresses the evaluation criteria and is aligned with the Language Learning Continuum, stage 1.

### **Program Organization**

This program addresses the evaluation criteria in this category.

### **Assessment**

This program addresses the evaluation criteria in this category.

### **Universal Access**

This program addresses the evaluation criteria in this category.

### **Instructional Planning and Support**

This program addresses the evaluation criteria in this category.



**THESE  
PROGRAMS  
ARE  
REJECTED**

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**Publisher: Cheng and Tsui**

**Title of Program: *Adventures in Japanese***

**Grade Level: 7 and 8**

**Recommended Language Learning Continuum Stage(s): Not Recommended**

**REJECTED.** In keeping with the recommendation of the Curriculum Commission, this program was rejected by the State Board of Education. The State Board found that the submission did not adequately meet the criteria for adoption, taking into account the totality of the information received, in accordance with *Education Code* Section 60200(d).

### Components

The components of Cheng and Tsui's *Adventures in Japanese*, level 1, include a student textbook (level 1, TB), a workbook (level 1, WB), Hiragana-Katakana workbook (level 1, HK), a teacher's handbook (level 1, TH), and an audio CD (level 1, CD) for level 1. Components for level 2 include a student's textbook (level 2, TB), a workbook (level 2, WB), a teacher's handbook (level 2, TH), and an audio CD (level 2, CD).

### Recommendation

The Curriculum Commission does not recommend Cheng and Tsui's *Adventures in Japanese* because it does not meet all categories of the evaluation criteria.

### Foreign Language Content/Alignment with Curriculum

This program meets all evaluation criteria in this category and is aligned with the Language Learning Continuum, stages 1 and 2.

### Program Organization

This program does not meet all the evaluation criteria in this category. The program does not provide a reasonable pace of coverage and does not provide an overview of the content that designates how the lessons support the Language Learning Continuum.

### Assessment

This program meets the evaluation criteria in this category.

### Universal Access

This program does not meet the evaluation criteria in this category.

### Instructional Planning and Support

The instructional materials do not provide a clear road map for teachers to follow when planning language instruction based on the Language Learning Continuum stages included in the *Foreign Language Framework*.

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**Publisher: Cheng and Tsui**

**Title of Program: *Tsumiki***

**Grade Level: 7 and 8**

**Recommended Language Learning Continuum Stage(s): Not Recommended**

**REJECTED.** In keeping with the recommendation of the Curriculum Commission, this program was rejected by the State Board of Education. The State Board found that the submission did not adequately meet the criteria for adoption, taking into account the totality of the information received, in accordance with *Education Code* Section 60200(d).

### **Components**

Components of Cheng and Tsui's *Tsumiki* program include a student book (SB), a workbook (WB), a teacher's resource book (TRB), and an audio CD (CD).

### **Recommendation**

The Curriculum Commission does not recommend Cheng and Tsui's *Tsumiki* because it does not meet all categories of the evaluation criteria.

### **Foreign Language Content/Alignment with Curriculum**

This program meets all evaluation criteria in this category and is aligned with the Language Learning Continuum, stage 1.

### **Program Organization**

This program meets the evaluation criteria in this category.

### **Assessment**

This program does not meet the evaluation criteria in this category. Strategies or instruments teachers can use to determine students' prior knowledge were not provided. Performance assessments and accompanying rubrics are not provided in this program.

### **Universal Access**

This program does not meet the evaluation criteria in this category.

### **Instructional Planning and Support**

The instructional materials do not provide a clear road map for teachers to follow when planning language instruction based on the Language Learning Continuum stages included in the *Foreign Language Framework*.



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**Publisher: REI America, Inc.**

**Title of Program: *Amigos***

**Grade Level: K–8**

**Recommended Language Learning Continuum Stage(s): Not Recommended**

**REJECTED.** In keeping with the recommendation of the Curriculum Commission, this program was rejected by the State Board of Education. The State Board found that the submission did not adequately meet the criteria for adoption, taking into account the totality of the information received, in accordance with *Education Code* Section 60200(d).

### **Components**

Components of this program include a teacher's guide (TE); student textbooks (SE) and workbooks (SW), levels (niveles) 1–6; a music CD; posters; vocabulary flashcards; CD-ROM Spanish interactive activities, levels (niveles) 1–3; teacher resource materials, levels 1–6; and a teacher's testing program (TTP).

### **Recommendation**

The Curriculum Commission does not recommend REI, America, Inc.'s *Amigos* because it is not aligned with the Language Learning Continuum and does not meet all the evaluation criteria.

### **Foreign Language Content/Alignment with Curriculum**

This program lacks alignment with the Language Learning Continuum.

### **Program Organization**

This program is not organized and presented in a manner consistent with achieving the goals of providing all students with the essential knowledge and skills described in the Language Learning Continuum.

### **Assessment**

This program addresses the evaluation criteria in this category.

### **Universal Access**

This program does not meet the evaluation criteria in this category. Instructional materials do not identify suggestions to adapt the curriculum for all students, including those with special needs. The program does not conform to the State Board of Education policies pertaining to diverse populations.

### **Instructional Planning and Support**

The instructional materials do not provide a clear guide for teachers to follow when planning language instruction based on the Language Learning Continuum stages included in the *Foreign Language Framework*.



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**Publisher: REI America, Inc.**

**Title of Program: *Nuevos Amigos***

**Grade Level: K–8**

**Recommended Language Learning Continuum Stage(s): Not Recommended**

**REJECTED.** In keeping with the recommendation of the Curriculum Commission, this program was rejected by the State Board of Education. The State Board found that the submission did not adequately meet the criteria for adoption, taking into account the totality of the information received, in accordance with *Education Code* Section 60200(d).

### Components

Components of this program include levels (niveles) A–F teacher’s guides (TE), student textbooks (SE), student workbooks (SW), teacher’s resources boxes (TRB), a teacher’s testing program, Spanish interactive activities CD-ROM, level (niveles) 1–3, and posters A–C.

### Recommendation

The Curriculum Commission does not recommend REI America, Inc.’s *Nuevos Amigos* because it is not aligned with the Language Learning Continuum and does not meet all the evaluation criteria.

### Foreign Language Content/Alignment with Curriculum

This program lacks consistent alignment with the Language Learning Continuum. The stages of the Language Learning Continuum were not met.

### Program Organization

This program is not organized and presented in a manner consistent with achieving the goals of providing all students with the essential knowledge and skills described in the Language Learning Continuum. Student outcomes and goals are not based on the framework. Activities and texts do not lead to the development of more complex concepts and understandings. Indices, glossaries, content summaries, and assessment guides are not designed to help teachers, parents or guardians, and students.

### Assessment

This program addresses the evaluation criteria in this category.

### Universal Access

This program does not meet the evaluation criteria in this category.

### Instructional Planning and Support

This program does not provide a clear guide for teachers to follow when planning language instruction based on the Language Learning Continuum stages included in the *Foreign Language Framework*.

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**Publisher: Santillana Publishing Company**

**Title of Program: *Nuevo ¡Bravo, bravo!***

**Grade Level: K–3**

**Recommended Language Learning Continuum Stage(s): Not Recommended**

**REJECTED.** In keeping with the recommendation of the Curriculum Commission, this program was rejected by the State Board of Education. The State Board found that the submission did not adequately meet the criteria for adoption, taking into account the totality of the information received, in accordance with *Education Code* Section 60200(d).

### **Components**

Components of this program include two student workbooks (WB1 and WB2), student books (SB), teacher's guides (TG), CD (K, 1), evaluations (E), student and teacher's kits (K, 1), classroom libraries (CL), poster books (PB), big books (BB), student book sets (SBS), and classroom kits (CK).

### **Recommendation**

The Curriculum Commission does not recommend Santillana Publishing Company's *Nuevo ¡Bravo, bravo!* because it is not aligned with the Language Learning Continuum and does not meet all the evaluation criteria.

### **Foreign Language Content/Alignment with Curriculum**

This program lacks consistent alignment with the Language Learning Continuum. Students are not given opportunities to use technology to practice communication in the language and access information about the language. Additionally, the program does not provide substantial writing opportunities in a foreign language through direct instruction, such as independent writing assignments that focus on the students improving and demonstrating proficiency.

### **Program Organization**

This program is not presented in a manner consistent with achieving the goals of providing all students with the essential knowledge and skills described in the Language Learning Continuum.

### **Assessment**

This program does not meet the evaluation criteria in this category. It does not offer strategies or instruments for teachers to determine students' prior knowledge. The assessment materials lack accompanying rubrics that can be used to evaluate and improve the quality of students' work.

## Universal Access

This program does not meet the evaluation criteria in this category. This program does not provide access to the curriculum for all students, including those with special needs.

## Instructional Planning and Support

The instructional materials do not provide a clear road map for teachers to follow when planning language instruction based on the Language Learning Continuum stages included in the *Foreign Language Framework*. This program does not meet the criteria due to a lack of suggestions for activities and strategies to inform parents or guardians about the foreign language program and written homework assignments that support classroom learning. This program does not contain references and resources for the teacher to provide further study of the language.

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**Publisher: Santillana Publishing Company**

**Title of Program: *Nuevo siglo de español***

**Grade Level: K–5**

**Recommended Language Learning Continuum Stage(s): Not Recommended**

**REJECTED.** In keeping with the recommendation of the Curriculum Commission, this program was rejected by the State Board of Education. The State Board found that the submission did not adequately meet the criteria for adoption, taking into account the totality of the information received, in accordance with *Education Code* Section 60200(d).

### Components

Components of the program include teacher's guides (TG), black line masters resources (BMR), student books (SB), student workbooks (WB), classroom libraries (CL), audio CDs for levels K–1 (ACD), La Cartilla phonics program for K–1 (LC).

### Recommendation

The Curriculum Commission does not recommend Santillana Publishing Company's *Nuevo siglo de español* because it is not aligned with the Language Learning Continuum and does not meet all the evaluation criteria.

### Foreign Language Content/Alignment with Curriculum

This program is not fully aligned with the Language Learning Continuum and the evaluation criteria. A list of evidence, with page numbers and/or appropriate references, that demonstrates alignment with the stage(s) of the Language Learning Continuum is not provided. Therefore, accurate content to support foreign language instruction in the areas of listening, speaking, reading, and writing is not provided or aligned for students to be able to demonstrate proficiency on the designated stage of the Language Learning Continuum. This program does not provide opportunities for students to increase their knowledge and understanding of a foreign language through the study of literature, art, history, philosophy, and cultures for each of the stages of the Language Learning Continuum.

### Program Organization

This program meets the evaluation criteria in this category.

### Assessment

This program does not meet the evaluation criteria in this category. The program does not provide ways for teachers to measure what students know and are able to do. It does not provide assessment tools that provide information teachers can use in planning and modifying instruction to help all students meet or exceed the proficiency levels at the designated stage of the Language Learning Continuum.

### Universal Access

This program does not meet the evaluation criteria in this category. Suggestions based on current and confirmed research for ways to adapt the curriculum and the instruction to meet students' identified special needs are lacking. Strategies to help students below grade level in reading/language arts, suggestions for advanced learners, and strategies to help heritage learners to learn and understand all aspects of the language are missing.

### Instructional Planning and Support

This program does not meet the evaluation criteria in this category. This program lacks strategies to address common student errors, a variety of pedagogical strategies for flexible grouping of students, demonstration of electronic resources for teachers that depict appropriate techniques and teaching suggestions, and references and resources for the teacher to provide further study of the language.

## Appendix A

# The Criteria for Evaluating Kindergarten-Through- Grade-Eight Foreign Language Instructional Materials

These criteria evaluate the alignment of instructional materials with the Language Learning Continuum, the content of the framework, and the quality of those materials in the areas of program organization, assessment, universal access, and instructional planning and support. They will guide the development and govern the adoption cycle of kindergarten-through-grade-eight instructional materials beginning in 2003. They do not recommend or require one particular pedagogical approach. The numerical order of the criteria within each category does not imply relative importance; all criteria must be addressed. They may also be used by publishers and local educational agencies as a guide for the development and selection of instructional materials for grades nine through twelve.

These criteria are organized into five categories:

1. **Curriculum Content:** The content as specified in the *Foreign Language Framework*
2. **Program Organization:** The sequence and the organization of the foreign language program
3. **Assessment:** The strategies presented in the instructional materials for measuring what students know and are able to do
4. **Universal Access:** The information and ideas that address the needs of special student populations, including students eligible for special education, advanced students, students who are studying a heritage language, and students whose achievement in reading/language arts is either below or above that typical of the class or grade level
5. **Instructional Planning and Support:** The instructional planning and support information and materials, typically including a separate edition specially designed for use by the teacher, that assist teachers in the implementation of the foreign language program

*Foreign language materials must support teaching aligned with the framework. Materials that fail to meet the foreign language content criteria will not be considered*



*satisfactory for adoption. Only those programs determined to meet criterion category 1 need to be evaluated under criteria categories 2 through 5.*

In an effort to create focused foreign language instructional materials, publishers are asked to concentrate on the content as described in the framework. Extraneous content is fundamentally contrary to and detracts from the ability of teachers to teach readily and students to learn thoroughly the content specified by the Language Learning Continuum and the *Foreign Language Framework*.

## Category 1: Foreign Language Content/Alignment with Curriculum

Instructional materials support teaching and learning the skills and knowledge called for at the different stages as outlined in the Language Learning Continuum and that are appropriate for the designated grade levels. Materials are fully aligned with the content of the framework. The materials must facilitate and enable students to communicate in the language. Programs with consistent inaccuracies and a large number of errors will not be considered for adoption.

To be considered suitable for adoption, instructional materials in foreign language will provide:

1. A list of evidence, with page numbers and/or other appropriate references, that demonstrates alignment with the stage(s) of the Language Learning Continuum
2. All content as specified at each stage of the continuum that is supported by topics or concepts, lessons, activities, examples, and/or illustrations, and so forth as appropriate
3. Accurate content to support foreign language instruction in the areas of listening, speaking, reading, and writing
4. Foreign language content that is presented in interesting and engaging ways to students
5. Grammar and vocabulary appropriately used and accurately defined
6. Listening, speaking, reading, and writing activities in a foreign language that are grammatically accurate and culturally appropriate
7. Listening, speaking, reading, and writing opportunities in a foreign language through direct instruction and activities, such as conversations, reading and writing assignments, and listening exercises and essays, that focus on the student's improving and demonstrating proficiency
8. Instruction that is culturally appropriate and develops listening, speaking, reading, and writing in a foreign language
9. Opportunities for students to increase their knowledge and understanding of a foreign language through the study of the literature, art, history, philosophy, and culture(s)

10. Opportunities for students to use technology to practice communication in the language and access information about the language
11. Practice in listening, speaking, reading, and writing activities that improve language proficiency and lead to student attainment of the designated stage of the Language Learning Continuum
12. Materials that enable students to communicate in the language

Criteria categories 2 through 5 shall be considered after a program has been determined to have the necessary content. A program meeting criteria categories 2 through 5 will be approved, and a program failing to meet one category of the criteria will not be approved.

## Category 2: Program Organization

Sequential organization of the foreign language program provides structure related to what students should learn each year and allows teachers to convey the foreign language content efficiently and effectively. The program will be well organized and presented in a manner consistent with providing all students an opportunity to achieve the essential knowledge and skills described in the Language Learning Continuum. A program must designate which stage(s) of the Language Learning Continuum is/are being addressed.

To be considered suitable for adoption, instructional materials in foreign language must provide:

1. Instructional resources, aligned with the Language Learning Continuum, that introduce new knowledge and skills at a reasonable pace and depth of coverage and explicitly prepare students for later stage(s)
2. A logical and coherent structure that facilitates efficient and effective teaching and learning within a lesson, unit, and year aligned with the Language Learning Continuum
3. Clearly stated student outcomes and goals that are measurable and framework-based
4. An overview of the content in each chapter or unit that designates how the lesson supports the Language Learning Continuum
5. A well-organized structure that provides students with the opportunity to listen, speak, read, and write in the language and build on knowledge and skills obtained through other language studies and/or immersion
6. Activities and texts that organize the content in a logical way such that prerequisite skills and knowledge are developed before the more complex concepts and understandings that depend on them
7. Tables of contents, indexes, glossaries, content summaries, and assessment guides that are designed to help teachers, parents or guardians, and students

## Category 3: Assessment

Assessment should measure what students know and are able to do. Instructional resources should contain multiple measures to assess students' progress. Assessment measures should reveal students' knowledge and understanding of the language. Assessment tools that publishers include as a part of their instructional material should provide evidence of students' progress toward meeting the proficiency levels of the Language Learning Continuum. Assessment tools should provide information teachers can use in planning and modifying instruction to help all students meet or exceed the proficiency levels for the designated stage of the Language Learning Continuum

To be considered suitable for adoption, instructional materials in foreign language must provide:

1. Strategies or instruments teachers can use to determine students' prior knowledge
2. Multiple measures of the individual student's progress at regular intervals to evaluate his or her attainment of the appropriate stage
3. Guiding questions for monitoring students' comprehension when listening, speaking, reading, and writing
4. Performance assessments and accompanying rubrics that can be used to evaluate and improve the quality of students' work

## Category 4: Universal Access

Instructional materials should provide access to the curriculum for all students, including those with special needs: advanced learners, heritage language learners, students with learning difficulties, and special education students. Programs must conform to the policies of the State Board of Education as well as other applicable state and federal guidelines pertaining to diverse populations and students with special needs.

To be considered suitable for adoption, instructional materials in foreign language must provide:

1. Suggestions based on current and confirmed research for ways to adapt the curriculum and the instruction to meet students' identified special needs
2. Strategies to help students who are below grade level in reading/language arts understand the foreign language content
3. Suggestions for advanced learners that allow students to study content in greater depth
4. Strategies and suggestions to help heritage language learners to learn and understand all aspects of the language

## Category 5: Instructional Planning and Support

Teacher support materials should be built into the instructional materials and should specify suggestions and illustrative examples of how teachers can use the Language Learning Continuum. Assistance should be designed to help teachers implement the program in a way that ensures the opportunity for all students to learn the essential skills and knowledge called for in the curriculum. These criteria do not recommend or require one particular pedagogical approach. Publishers should make recommendations to teachers regarding instructional approaches that fit the instructional goals. Programs should provide teachers with a variety of instructional approaches that might include, but are not limited to, direct instruction, assigned reading and writing, conversations with native speakers, and presentations of authentic and accurate cultural situations.

To be considered suitable for adoption, planning and support resources in foreign language must provide:

1. Clearly written and accurate explanations of listening, speaking, reading, and writing in the language being studied
2. Strategies to address and correct common student errors
3. A variety of pedagogical strategies for flexible grouping of students
4. Lesson plans and suggestions for organizing resources in the classroom and ideas for pacing lessons
5. A list of materials that support the Language Learning Continuum
6. Suggestions and information on how to use authentic and accurate conversations and written communications to promote instruction in the language
7. Suggestions for how to use student assessment data within the program for instructional planning purposes
8. Technical support and suggestions for appropriate use of audiovisual, multimedia, and information technology resources associated with a unit
9. Suggestions for activities and strategies to inform parents or guardians about the foreign language program
10. References and resources for the teacher to provide further study of the language
11. Demonstration of electronic resources for teachers (e.g., audiotapes, videotapes, and other electronic media) that depict appropriate techniques and teaching suggestions
12. Homework assignments that support classroom learning and are written so that parents or guardians who are knowledgeable of the language can easily help their children
13. Suggestions that are tied to the Language Learning Continuum and that allow students to study content in greater depth
14. Teacher's editions that include ample and useful annotations and suggestions on how to present the content in the student edition and ancillary materials

## Appendix B

# CALIFORNIA LEARNING RESOURCES DISPLAY CENTERS

Please contact your local LRDC for location, hours, and procedures.

**Alameda County Office of Education**

313 West Winton Avenue  
Hayward, CA 94544  
(510) 670-4235

**Butte County Office of Education**

5 County Center Drive  
Oroville, CA 95965  
(530) 532-5814

**California Department of Education**

1430 N Street, Suite 1201  
Sacramento, CA 95814  
(916) 319-0446

**California Polytechnic State University**

Kennedy Library  
San Luis Obispo, CA 93407  
(805) 756-2273

**Contra Costa County Office of Education**

77 Santa Barbara Road  
Pleasant Hill, CA 94523-4215  
(925) 942-5332

**Fresno County Office of Education**

1111 Van Ness  
Fresno, CA 93721-2000  
(559) 265-3038

**Humboldt County Office of Education**

901 Myrtle Avenue  
Eureka, CA 95501  
(707) 445-7077

**Kern County Superintendent  
of Schools Office**

1300 17th Street  
Bakersfield, CA 93301  
(661) 636-4527

**Los Angeles County Office of Education**

Bellflower Annex-Library Services  
9300 Imperial Highway  
Downey, CA 90242-2890  
(562) 922-6359

**Los Angeles Unified School District**

Textbook Services  
1545 Wilshire Blvd., Suite 200  
Los Angeles, CA 90017

**Merced County Office of Education**

632 West 13th Street  
Merced, CA 95340  
(209) 381-5910

**Monterey Peninsula Unified  
School District**

540 Canyon Del Rey, Suite 1  
Monterey, CA 93940-5702  
(831) 899-7156

**Office of Ventura County  
Superintendent of Schools**

570 Airport Way  
Camarillo, CA 93010  
(805) 388-4407

**Orange County Office of Education**

Technology and Resource Center  
200 Kalmus Drive  
Costa Mesa, CA 92628  
(714) 966-4209

**Riverside County Office of Education**

3939 13th Street  
Riverside, CA 92502  
(909) 826-6684

**Sacramento County Office of Education**

10474 Mather Blvd.  
Mather, CA 95655  
(916) 228-2351

**San Bernardino County  
Office of Education**

601 North E Street  
San Bernardino, CA 92410-3093  
(909) 386-2666

**San Diego County Office of Education**

6401 Linda Vista Road  
San Diego, CA 92111-7399  
(858) 292-3557

**San Mateo County Office of Education**

The SMERC Library  
101 Twin Dolphin Drive  
Redwood City, CA 94065-1064  
(650) 802-5651

**Santa Clara County Office of Education**

1290 Ridder Park Drive, #232  
San Jose, CA 95131-2398  
(408) 453-6670

**Sonoma County Office of Education**

5340 Skylane Blvd.  
Santa Rosa, CA 95403-1082  
(707) 524-2837

**Stanislaus County Office of Education**

1100 H Street  
Modesto, CA 95354  
(209) 525-4990

**Tulare County Department of Education**

7000 Doe Avenue, Suite A  
Visalia, CA 93291  
(559) 651-3077

**University of California**

Davidson Library  
Santa Barbara, CA 93106  
(805) 893-3060/FAX (805) 893-4676

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For more information on Learning Resources  
Display Centers, contact Susan Martimo,  
LRDC Liaison, Curriculum Frameworks and  
Instructional Resources Division, California  
Department of Education, at (916) 319-0446  
or [smartimo@cde.ca.gov](mailto:smartimo@cde.ca.gov)